

MODULE IX - UNIT 2



CLINICIAN WELLBEING:
SELF-CARE IN THE HEARING CLINIC
THE SCIENCE OF SELF-CARE II

INSTRUCTOR'S GUIDE

Estimated time for this unit: The time will be dependent on the number of activities selected, as well as the time allocated to the activities.

An ideal time allocation for this lecture would be three hours. For a more content-only focus, allow 60-90 minutes per lecture.

1. Learning objectives

1. To implement and monitor a sustainable selfcare regime using specific goal setting.

2. Concepts to master

The following concepts will be mastered in Lecture 2:

- Balanced empathy
- Regulated arousal
- Clear thinking

3. Reading and preparation

After Lecture 2: See reference lists for Lecture 1 and 2.

In order for participants to benefit most from developing their own selfcare strategy, it is recommended to only offer advanced readings at the conclusion of Lecture 2. It is advised that Lectures 1 and 2 be viewed as a personal, and embodied journey, more than just an academic learning.

4. Lecture

The science of selfcare II

Lecture 2 will conclude with the latest research on selfcare, empathy, and compassion.

5. Activity

Activity 1: Take stock

(slide 5, 5 minutes)

Take stock (completed in Lecture 1 with the ProQol). It is often useful to pick up the thread with the graphic representation of the score and asking participants to reflect on their own profile as they gather the tools of their own self-care toolkit.

Activity 2: Create your own wellness wheel

(slides 8-11, 10-15 minutes)

Explore balance by creating your own wellness wheel:

There are several different options, and it is recommended that participants are shown all the various options to select one that resonates with them.

Slide 12: It is critically important to prepare slide 12 prior to commencing the lecture as it will contain the locally relevant contact details of professional support services (Employee assistance, student support etc.) Spend time with this slide.

Activity 3: Balance empathy with an un-mirroring exercise

(slide 14, 10 minutes)

- Sit up straight, cross or uncross your legs, change your breathing (usually by slowing it down), take a drink of water, break eye contact, write some notes (use sparingly), perform a subtle stretch, exhale.

In duet:

- One participant tells a personal story
- Participant in the role of the clinician listens and mirrors
- Clinician thinks of what they must do to undo mirror: posture, mirror, breathing, tenses, change position
- Shift between mirroring
- Both participants notice changes
- Let go of the roles and discuss what happened

Activity 4: Regulate arousal

(slide 15, 5 minutes)

Two things to consider here:

- a. Performing a simple breathing exercise while reflecting on the difference between calm and relaxed.
- b. Choose a sensory anchor as an alternative to the breath. In mindfulness practices, we are invited to anchor our awareness in our senses, the breath being the most common anchor. If breathing word is unavailable, we could use a sensory anchor such as using sight, sound or smell to down-regulate arousal in stressful times.

Ideally, the presenter would feel comfortable sharing some of their own. This is highly personal to each person but here are some examples:

Sight: the carpet, the palm of the hand, a painting

Sound: a recording of a sound in nature or a simple chant, a heartbeat

Posture: bringing mindfulness to our posture, or to a body part such as the soles of the feet

Touch: patting legs with hands, hand on the heart or the belly.

Activity 5: Develop a warning scale

(slides 18-20, 15-20 minutes)

Nothing on its own constitutes a serious problem. For each of the aspects, use reflection and then small group discussion to answer the following.

- What are your own susceptibilities? (name one)
- Last time you had it? (describe the situation)
- Severity? (rate it out of 10)
- What do you do? (describe your strategy)
- Why do you think that happens physically? (give time for quiet reflection)
- Can you depict an early version of the symptom? (what would the early warning sign of the symptom?)

Discuss and brainstorm in groups.

Activity 6: Putting it all together

(slide 24, 10 minutes)

Putting it all together in a personal selfcare checklist. To get started, discuss the following in a small group:

- Discuss your favorite selfcare strategies.
- Make an accountability pledge (written) and give it to one of your group members for safekeeping.
- Reflect on clients that have affected you profoundly in a positive way. How does that experience inform your practice?
- Consider starting a gratitude journal related to work experiences.

Homework

1. Review lectures and activities
2. Create a self-care toolkit
3. Identify one strategy for immediate application in clinical practice. Reflect on how it has impacted your clinical skill and confidence in the setting.
4. Submit your accountability pledge to your nominated friend and arrange a time to meet and discuss your progress.